

Effective Use of Case Studies in the MIS Capstone Course through Semi-Formal Collaborative Teaching

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ABSTRACT

This paper provides the theoretical grounding for the development of an instrument to assess the effectiveness of the case study approach in teaching the higher-level concepts associated with the MIS capstone course. The instrument was administered to students in the capstone class over three semesters. The resulting findings from the survey, combined with an understanding of each instructor's approach to teaching case studies are then used collaboratively by the instructors as a means to identify strengths and areas for improvement. Items in the survey were developed from applicable prior research on teaching and learning and collaborative teaching. Responses to the survey items were subjected to an exploratory factor analysis, resulting in two dimensions of interest – *teaching substance* and *teaching technique*. The results of the survey indicate widespread satisfaction by students with the case study approach.

Keywords: Instrument Development, MIS Capstone, Case Studies, Collaborative Teaching, Teaching Substance, Teaching Technique